

# WSU Syllabus Checklist

(August 12, 2013)

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Compiled by the Vice Provost for Undergraduate Education, The Graduate School, and the Office of Assessment of Teaching and Learning, with input from the Liaison Council for Undergraduate Education. Checklist adapted from WSU Vancouver, 2013.

### **Campus Specific Websites for Syllabus Information**

Pullman and Global Campus: <http://vpue.wsu.edu/policies/>

Vancouver: <http://admin.vancouver.wsu.edu/academic-affairs/toolkit/syllabus-information>

Tri-Cities: <http://www.tricity.wsu.edu/academicaffairs/forms/2012-2013faculty-handbook.pdf>

Spokane: [http://spokane.wsu.edu/academics/Faculty\\_Resources/](http://spokane.wsu.edu/academics/Faculty_Resources/)

## Required Components

# WSU Syllabus Checklist **A. Syllabus Checklist - Required**

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All instructors are required to distribute a syllabus to enrolled students during the first week of class that includes the components listed below.

<b>X</b>	<b>Course Information: See Catalog For Information (<a href="http://www.catalog.wsu.edu/General/Info">http://www.catalog.wsu.edu/General/Info</a>)</b>	Notes
	Prefix and number	
	Title of course	
	Number of credits	
	UCORE or GenEd category (if applicable)	
	Pre-requisites	
	Current semester & year	

	<b>Meeting Schedule</b>	Notes
	Days/Times	
	Building(s)/room(s) (if known) and/or online space	

	<b>Instructor Information</b>	Notes
	Name	
	Office location	
	Office hours	
	Contact information: phone, e-mail	

	<b>TA, Lab Instructor Information (If Appropriate)</b>	Notes
	Name	
	Office location	
	Office hours	
	Contact information: phone, e-mail	

	<b>Required and/or Recommended Textbooks And Course Materials</b>	Notes
	How to obtain/purchase	

	<b>Week-To-Week Course Outline</b>	Notes
	Include dates of additional activities (e.g., field trips, competitions, or other commitments). See Academic Calendar.	

	<b>Student Learning Outcomes and Assessment</b>	Notes
	Learning outcomes and means of assessment are required in every syllabus. See pages 7-11 of this checklist for instructions and good practices. <b>UCORE courses</b> should include the target <a href="#">UCORE goals</a> . <b>Vancouver courses</b> should include student learning outcomes for the course and show how they align with UCORE goals or degree SLOs.	
	Clearly identify how coursework contributes to student learning outcomes (including in-class, online, and other out-of-class components)	

## Required Components

	Description of Required Assignments	Notes
	Describe all types of assignments used for course	

	Grading Policy	Notes
	Relative weighting of required assignments	
	Requirements to earn specific grades: letter-grade equivalencies (such as, numerical scores for an A, B, C, D, or F) or other grading criteria to determine student progress and grades. See the EPPM on syllabi and University Academic Regulation #90: <a href="http://www.registrar.wsu.edu/Registrar/Apps/Acadregs.ASPX/#90">http://www.registrar.wsu.edu/Registrar/Apps/Acadregs.ASPX/#90</a> ).	
	Late assignments	

	Attendance Policy	Notes
	Describe your attendance policy. How many absences are allowed before grades are impacted? Note: attendance cannot count for more than 25% of the course grade.	
	Make-Up Laboratories: be specific--do you allow or not?	
	Make-Up Exams: be specific--do you allow or not?	

	WSU Reasonable Accommodation Statement	Notes
	<p>“Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center. For more information contact a Disability Specialist on your home campus:</p> <p><b>Pullman or WSU Online:</b> 509-335-3417  <a href="http://accesscenter.wsu.edu">http://accesscenter.wsu.edu</a>, <a href="mailto:Access.Center@wsu.edu">Access.Center@wsu.edu</a>  <b>Spokane:</b> <a href="http://spokane.wsu.edu/students/current/studentaffairs/disability/">http://spokane.wsu.edu/students/current/studentaffairs/disability/</a>  <b>Tri-Cities:</b> <a href="http://www.tricity.wsu.edu/disability/">http://www.tricity.wsu.edu/disability/</a>  <b>Vancouver:</b> 360-546-9138 <a href="http://studentaffairs.vancouver.wsu.edu/student-resource-center/disability-services">http://studentaffairs.vancouver.wsu.edu/student-resource-center/disability-services</a></p> <p><b>Graduate-level courses:</b> Faculty may also use the statement available on the GSC website: <a href="http://gradschool.wsu.edu/FacultyStaff/Committee/">http://gradschool.wsu.edu/FacultyStaff/Committee/</a></p>	

	WSU Academic Integrity Statement (Choose one or adapt)	Notes
	<p>Instructors may use, adapt, or combine any of these options, as suits their context.</p> <p>Option 1: “Academic integrity will be strongly enforced in this course. Any student caught cheating on any assignment will be given an F grade for the course and will be reported to the Office Student Standards and Accountability. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3). It is strongly suggested that you read and understand these definitions.”</p> <p>Option 2: “I encourage you to work with classmates on assignments. However, each</p>	

## Required Components

	<p>student must turn in original work. No copying will be accepted. Students who violate WSU's Standards of Conduct for Students will receive an F as a final grade in this course, will not have the option to withdraw from the course and will be reported to the Office Student Standards and Accountability. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3). It is strongly suggested that you read and understand these definitions.”</p> <p>Option 3: “Academic integrity is the cornerstone of the university. Any student who attempts to gain an unfair advantage over other students by cheating, will fail the assignment and be reported to the Office Student Standards and Accountability. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3).”</p> <p>Option 4 (from WSU Online): “Academic integrity is the cornerstone of the university. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments, with the instructor's permission. However the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Any student who violates the University's standard of conduct relating to academic integrity will be referred to the Office of Student Conduct and may fail the assignment or the course. You can learn more about Academic Integrity on your campus using the URL listed in the Academic Regulations section or to <a href="http://conduct.wsu.edu/academic-integrity-policies-and-resources">http://conduct.wsu.edu/academic-integrity-policies-and-resources</a>. Please use these resources to ensure that you don't inadvertently violate WSU's standard of conduct. “</p> <p><b>Graduate-level courses:</b> faculty may also use the statement available on the GSC website: <a href="http://gradschool.wsu.edu/FacultyStaff/Committee/">http://gradschool.wsu.edu/FacultyStaff/Committee/</a></p>	
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**Note: Required components continued on following page**

## Required Components

Safety and Emergency Notification	Notes
<p><b>Pullman:</b> “Washington State University is committed to enhancing the safety of the students, faculty, staff, and visitors. It is highly recommended that you review the Campus Safety Plan (<a href="http://safetyplan.wsu.edu/">http://safetyplan.wsu.edu/</a>) and visit the Office of Emergency Management web site (<a href="http://oem.wsu.edu/">http://oem.wsu.edu/</a>) for a comprehensive listing of university policies, procedures, statistics, and information related to campus safety, emergency management, and the health and welfare of the campus community.”</p> <p><b>Vancouver:</b> “WSU has made an emergency notification system available for faculty, students, and staff. Please register at zzsis with emergency contact information (cell, email, text, etc.). You may have been prompted to complete emergency contact information when registering for classes at RONet. In the event of a building evacuation, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of class cancellation campus-wide, please check local media, the WSU Vancouver web page and/or <a href="http://www.flashalert.net/">http://www.flashalert.net/</a>. Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account. <a href="#">Safety plan website.</a>”</p> <p><b>Spokane:</b> <a href="http://spokane.wsu.edu/services/Facilities/Safety_Security/">http://spokane.wsu.edu/services/Facilities/Safety_Security/</a>            “The WSU Spokane Campus Safety Plan contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. The Campus Safety Plan can be found at: <a href="http://spokane.wsu.edu/services/Facilities/campus-safety-plan/">http://spokane.wsu.edu/services/Facilities/campus-safety-plan/</a>. Please visit this site to become familiar with the campus safety and emergency information provided. A link to the WSU Pullman Safety Plan is also available on this web site. All faculty, staff, and students should go to the zzsis portal at <a href="http://zzsis.wsu.edu">http://zzsis.wsu.edu</a> and register their emergency contact information for the Crisis Communication System (CCS). Enter your network ID and password and you will be taken to the zzsis portal page. Look for the “Spokane Emergency Information” box on the left side of the page and click the update link to be taken to the registration page where you can enter your cell, landline, and email contact information as well as arrange for emergency text messages to be sent to your cell phone.”</p> <p><b>Tri-Cities:</b> “In order to receive notification regarding campus emergencies (including campus closures), all faculty, staff, and students register their emergency contact information for the Crisis Communication System (CCS) through Zzsis at <a href="http://zzsis.wsu.edu">http://zzsis.wsu.edu</a>. Click “Update Now!” under “Tri-Cities Emergency Info” to register for notification by text message, e-mail, telephone, or any combination of the three. Providing multiple contact methods will help ensure you receive notifications in a timely manner, and your information will <u>NOT</u> be used for any other purpose. Messages regarding campus emergencies will also be distributed through local media. Please also review the Campus Safety Plan, which contains a listing of emergency contacts, and university policies, procedures, statistics, and information relating to campus safety and the health and welfare of the campus community. The Campus Safety Plan can be found at <a href="http://www.tricity.wsu.edu/safetyplan/">http://www.tricity.wsu.edu/safetyplan/</a>.”</p> <p><b>Graduate-level courses:</b> Faculty may also use the statement available on the GSC website: <a href="http://gradschool.wsu.edu/FacultyStaff/Committee/">http://gradschool.wsu.edu/FacultyStaff/Committee/</a></p>	

## Recommended Components

# WSU Syllabus Checklist **B. Syllabus Checklist - Recommended**

The components below are recommended for most syllabi. Feel free to adapt the sample language for your course context, instructional styles, and students.

	<b>Grading Policy – Incompletes</b>	Notes
	Assigning Incompletes: University policy (Acad. Reg. #90) states that Incompletes may only be awarded if: "the student is unable to complete their work on time due to circumstances beyond their control".	

	<b>Instructor-Specific Expectations</b>	Notes
	Do you have policies about cell phones and text messaging in class, late papers, or late arrivals to class? What are your expectations regarding procedures relating to safety? Do you remind freshmen and sophomores to keep papers for Writing Portfolio submissions?	

	<b>Instructional Methods</b>	Notes
	Will you be using group work or peer review? Do you expect students to collaborate or work independently? Will your course be a combination of lecture and interactive discussion? Do you have hands-on projects and opportunities for critical inquiry? Spell out expectations of groups vs. individual work, evaluation of group work, permissible re-writes or revisions, allowable collaboration, and so on. For more suggestions see: <a href="http://admin.vancouver.wsu.edu/academic-affairs/instructional-approach-and-student-responsibilities-sample-language">http://admin.vancouver.wsu.edu/academic-affairs/instructional-approach-and-student-responsibilities-sample-language</a> .	

	<b>Instructor Interaction</b>	Notes
	For all courses, identify best ways and times for students to contact you (ie, preferred by email or another way). For online or blended courses, how will you interact with students? State these practices clearly so all students understand how/when they have access to you.	

	<b>Expectations for Student Effort</b>	Notes
	Provide clear guidance for how much time and effort students should expect to invest in the course. (In particular, students new to online coursework may poorly estimate time and effort required, and how that work will be assessed.) All instructors should familiarize themselves with WSU's definition of credit hour (see academic regulation 27).	

	<b>Angel/Course Website</b>	Notes
	It is recommended you not use your personal webpage for providing course materials or communicating with your students. See <a href="https://lms.wsu.edu/">https://lms.wsu.edu/</a> for Angel instructions.	

## Good Practices for Learning Outcomes and Assessment

	<b>Final Exams</b>	Notes
	"Final exams are scheduled the last week of the semester; the Registrar will send out an e-mail informing students of the day/time for your exam."	

	<b>Important Dates and Deadlines</b>	Notes
	"Students are encouraged to refer to the academic calendar often to be aware of critical deadlines throughout the semester. The academic calendar can be found at <a href="http://www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX">www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX</a> ."	

	<b>Weather policy</b>	Notes
	Example: <i>For emergency weather closure policy, see: <a href="http://alert.wsu.edu/">http://alert.wsu.edu/</a></i>	

# Good Practices for Learning Outcomes and Assessment

## C. Student Learning Outcomes and Assessment: Good Practices

### Student Learning Outcomes (SLOs)

- Identify concrete skills and knowledge the students must develop and be able to apply upon completion of a course or program
- Are observable and measurable – can be demonstrated by a student in an assignment, project, exam or performance
- Should appear on all syllabi

Good practice includes mapping and linking learning outcomes, topics and assessments. See **Best Practices for Student Learning Outcomes** (<http://vpue.wsu.edu/policies/>) for additional information.

### Assessment

The following pages offer grids to help instructors map SLOs and evaluations in different types of courses:

1. Undergraduate Courses - pg. 8
2. UCORE Courses (University Common Requirements for Undergraduates) - pg. 9-10  
If your undergraduate course has a UCORE designator [ROOTS], [QUAN], [WRTG], [COMM], [SSC], [HUM], [ARTS], [PSCI], [SCI], [BSCI],[DIVR], [CAPS], it is a UCORE course. Check the schedule of classes or WSU catalogue to confirm.
3. Graduate Courses - pg. 11

(Adapted from: <http://admin.vancouver.wsu.edu/academic-affairs/required-components>)



# Good Practices for Learning Outcomes and Assessment

## SECTION 1: UNDERGRADUATE COURSES

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1. Identify the course’s student learning outcomes, taking into account the course description in the WSU catalog. It is also recommended that you contact your department to see where this course fits into the degree program curriculum (curriculum map).
  
2. Using the template below, create a grid with three columns:
  - “Student Learning Outcomes”—the outcomes you identified in #1
  - “Course Topics/Dates”—the topics and scheduled dates where you plan to address the particular outcome
  - “Evaluation of Outcome”—the assignment or activity that will be used to assess the outcome.

### EXAMPLE CHART:

<b>Student Learning Outcomes</b> At the end of this course, students should be able to:	<b>Course Topics/Dates</b> The following topic(s)/dates(s) will address this outcome:	<b>Evaluation of Outcome:</b> This outcome will be evaluated primarily by:
<i>Write a statement for each of the SLO you identified: (start statement with a verb)</i>	<i>List the course topic and date you plan to address this outcome</i>	<i>List the ways you will evaluate progress made towards this outcome (writing, activities, exams, essays, report, etc.)</i>
EXAMPLE: Define basic terms and concepts in scientific methodology and analysis		
EXAMPLE: Locate, categorize, critique, and evaluate sources of scientific information		
EXAMPLE: Contextualize, discuss, and compare key scientists, advances, and theories in the biological sciences		

# Good Practices for Learning Outcomes and Assessment

## **SECTION 2: UCORE COURSES (University Common Requirements for Undergraduates)**

1. Identify the student learning outcomes for your undergraduate course, taking into account the course description in the WSU catalog. It is also recommended that you contact your department to see how this course fits into the program curriculum and its student learning outcomes.
2. Match the course's student learning outcomes with the required WSU Learning Goals (<http://ugr.wsu.edu/faculty/7goals.html>) specific for your course:

<b>Category of UCORE Course</b>	<b>Learning Goal(s)</b>
Roots of Contemporary Issues [ROOTS]	Diversity Critical and Creative Thinking Information Literacy Communication Depth, Breadth and Integration of Learning
Quantitative Reasoning [QUAN]	Quantitative Reasoning Critical and Creative Thinking Information Literacy
Written Communication [WRTG]	Communication Information Literacy Diversity: i.e., adapting a message to one's particular audience
Communication [COMM]	Communication Information Literacy Diversity: i.e., adapting a message to one's particular audience
Inquiry in the Social Sciences [SSCI]	Critical and Creative Thinking Quantitative Reasoning Information Literacy
Inquiry in the Humanities [HUM]	Critical and Creative Thinking Information Literacy Communication
Inquiry in the Creative and Professional Arts [ARTS]	Critical and Creative Thinking Information Literacy Communication
Inquiry in the Natural Sciences [PSCI], [SCI], [BSCI]	Scientific Literacy Critical and Creative Thinking Quantitative Reasoning Information Literacy
Diversity [DIVR]	Diversity Critical and Creative Thinking Information Literacy Communication
Integrative Capstone [CAPS]	All Learning Goals, especially Depth, Breadth and Integration of Learning

## Good Practices for Learning Outcomes and Assessment

3. Using the template below, create a grid with four columns:
  - UCORE Goals
  - “Student Learning Outcomes”—the outcomes you identified in #1
  - “Course Topics/Dates”—the topics and scheduled dates when you plan to address the particular outcome
  - “Evaluation of Outcome”—the assignment or activity that will be used to assess the outcome

### EXAMPLE CHART:

WSU Learning Goals of the Baccalaureate	Student Learning Outcomes: At the end of this course, students should be able to:	Course Topics/Dates The following topic(s)/date(s) will address this outcome:	Evaluation of Outcome: This outcome will be evaluated primarily by:
<i>List the WSU Learning Goal(s) addressed by this outcome</i>	<i>Write a statement for each of the Learning Outcomes you identified: (start with a verb)</i>	<i>List the course topic and date you plan to address this outcome</i>	<i>List the ways you will evaluate progress made towards this outcome (writing, activities, exams, essays, report, etc.)</i>
<b>Scientific Literacy</b>	EXAMPLE: Define basic terms and concepts in scientific methodology and analysis		
<b>Information Literacy</b>	EXAMPLE: Locate, categorize, critique, and evaluate sources of scientific information		
<b>Communication, Scientific Literacy)</b>	EXAMPLE: Contextualize, discuss, and compare key scientists, advances, and theories in the biological sciences		

4. All UCORE courses must include a writing component. The UCORE committee did not stipulate a specific writing requirement, but stated that UCORE courses must require student writing of various kinds, both formal and informal, in order to provide adequate instruction in writing skills and to provide a wide range of student experiences in writing for many purposes and audiences. The committee asked for “detail about writing assignments.”

# Good Practices for Learning Outcomes and Assessment

## SECTION 3: GRADUATE COURSES

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1. Identify the student learning outcomes for this course, taking into account the course description in the WSU catalog. It is also recommended that you contact your department to see how this course fits into the program curriculum.
2. Using the template below, create a grid with three columns.
3. Add learning outcomes and assessment statements relevant to your particular graduate program.
  - *Where do I find the learning outcomes and assessment statements for my graduate program?* Each graduate program has established student learning outcomes. If you are uncertain of what these learning outcomes are, check with your graduate chair or director.

### EXAMPLE CHART:

<b>Student Learning Outcomes for this course:</b> <b>At the end of this course, students should be able to:</b>	<b>Course Topics/Dates</b> <b>The following topic(s)/dates(s) will address this outcome:</b>	<b>Evaluation of Outcome:</b> <b>This outcome will be evaluated primarily by:</b>
<i>Write a statement for each of the Learning Outcomes you identified: (Start your statement with a verb)</i>	<i>List the course topic and date you plan to address this outcome</i>	<i>List the ways you will evaluate progress made towards this outcome (writing, group activities, exams, essays, report, etc.)</i>
EXAMPLE: Understand how research is situated in a scholarly discourse embedded in the literature.		
EXAMPLE: Select appropriate methods to investigate research questions.		
EXAMPLE: Develop graduate-level writing and oral presentation skills through course assignments.		
EXAMPLE: Synthesize research systematically.		

## Academic Policy Links

# WSU Syllabus Checklist Links to Selected Academic Policies related to Courses and Syllabi

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1. WSU syllabus recommendations and related policies: <http://vpue.wsu.edu/policies/>
2. Academic Calendar: <http://www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX>
3. Faculty Senate: Educational Policies and Procedures Manual (EPPM) regarding Course Syllabus:  
*The instructor(s) of each course shall make available to enrolled students a course syllabus which should (a) be presented during the first week of class, (b) contain expected student learning outcomes and (c) include information about the method(s) to be used for evaluation of student progress and determination of grades. The University, College or Academic Unit may, in published policies, specify additional information to be included in course syllabi.*
4. Academic Regulations: You may want to refer to the following University Academic Regulations when designing your syllabus (<http://www.catalog.wsu.edu/General/>)
  - **Academic Regulation # 90: Grades and Grade Points**  
<http://www.catalog.wsu.edu/General/AcademicRegulations/ListBy/90>
  - **Academic Regulation #50: Pass, Fail Grading Options**  
[http://www.catalog.wsu.edu/General/AcademicRegulations/Search/both/pass%2c fail grading options](http://www.catalog.wsu.edu/General/AcademicRegulations/Search/both/pass%2c%20fail%20grading%20options)
  - Grades: <http://www.catalog.wsu.edu/General/AcademicRegulations/Search/both/Grades>
  - **Academic Regulation #27: Credit Definition:** Academic credit is a measure of the total minimum time commitment required of a typical student in a specific course.  
<http://www.catalog.wsu.edu/General/AcademicRegulations/ListBy/27>
  - **Academic Regulation #79: Closed week:** No examinations or quizzes (other than laboratory examinations, make-up examinations, and make-up quizzes) may be given during the last week of instruction. Note that special arrangements may be necessary for paper-proctored exams at a distance.
  - **Academic Regulation #80:** No early examinations: A student will not be granted special examinations for the purpose of leaving the institution before the close of the semester.
  - **Academic Regulation #104: Academic Complaint Procedures**  
<http://www.catalog.wsu.edu/General/AcademicRegulations/ListBy/104>
5. University Core Requirements (UCORE)  
<http://www.catalog.wsu.edu/Catalog/Content/UniversityCommonsReqs.pdf>